

## RELATIONSHIPS, SEX & HEALTH EDUCATION (RSHE)

### **Subject Rationale - RSHE**

Our RSHE curriculum is designed to transition our children into happy and successful adults that have the self-confidence to make informed decisions about their life choices, in order to maintain positive mental and physical wellbeing. We endeavour to help our children develop a sense of self; self-esteem, self-responsibility and appreciation of the value of self-respect, consent and dignity. Alongside this, we encourage our children to consider sensitively the needs of others, the value of loyalty and the acceptance of responsibility within society, looking at all aspects of diversity in an inclusive and non-judgemental way.

### **Long Term Overview - RELATIONSHIPS EDUCATION (STATUTORY)**

#### **By the end of Primary School pupils should know:**

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| <b>Families and People who Care for Me</b> | That families are important for children growing up safe and happy because they can provide love, security and stability.                                                                                                                                  |
|                                            | The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. |
|                                            | That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.   |
|                                            | That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.                                                                                                                   |
|                                            | That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.                                                                                                    |
|                                            | How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.                                                                                                                     |
| <b>Caring Friendships</b>                  | How important friendships are in making us feel happy and secure, and how people choose and make friends.                                                                                                                                                  |
|                                            | That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.                                                                    |
|                                            | That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.                                                                         |
|                                            | The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.           |
|                                            | That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.                                                                                                              |
|                                            | How to manage conflict, and that resorting to violence is never right.                                                                                                                                                                                     |
|                                            | How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.                                                                                                                                       |

| Long Term Overview - RELATIONSHIPS EDUCATION (STATUTORY) |                                                                                                                                                                                                                                                                                 |
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| By the end of Primary School pupils should know:         |                                                                                                                                                                                                                                                                                 |
| Respectful, Kind Relationships                           | How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.                            |
|                                                          | The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.                                                                                                                                                            |
|                                                          | How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.                                                                           |
|                                                          | Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.                                                                       |
|                                                          | That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. |
|                                                          | Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.                                                                                                                                           |
|                                                          | The conventions of courtesy and manners.                                                                                                                                                                                                                                        |
|                                                          | The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.              |
|                                                          | The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.                                                                                            |
|                                                          | What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.                                                                                                                                               |
|                                                          | How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.                                                                                                                                                     |

| Long Term Overview - RELATIONSHIPS EDUCATION (STATUTORY) |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| By the end of Primary School pupils should know:         |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Online Safety & Awareness                                | That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.                                                                              |
|                                                          | How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. |
|                                                          | That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.                                                                                                                                                                                       |
|                                                          | The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.                                                                                                                                                                                                                                        |
|                                                          | Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.                                                                                                                                                                                                             |
|                                                          | That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.                                                                                                                                                                                             |

| Long Term Overview - RELATIONSHIPS EDUCATION (STATUTORY) |                                                                                                                                                                                                                   |
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| By the end of Primary School pupils should know:         |                                                                                                                                                                                                                   |
| Being Safe                                               | What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. |
|                                                          | The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.                                                     |
|                                                          | That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.                                                                 |
|                                                          | How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.                                                                |
|                                                          | How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.                                                                                 |
|                                                          | How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.              |
|                                                          | How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.                                                    |

| Long Term Overview – HEALTH & WELLBEING EDUCATION (STATUTORY) |                                                                                                                                                                                                                                                                                                                          |
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| By the end of Primary School pupils should know:              |                                                                                                                                                                                                                                                                                                                          |
| General Wellbeing                                             | The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.                                                  |
|                                                               | The importance of promoting general wellbeing and physical health.                                                                                                                                                                                                                                                       |
|                                                               | The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. |
|                                                               | How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.                                                                                                                                                                                                                        |
|                                                               | How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.                                                                                                                                                                                                                   |
|                                                               | That isolation and loneliness can affect children, and the benefits of seeking support.                                                                                                                                                                                                                                  |
|                                                               | That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.                                                                                                                                                                       |
|                                                               | That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.                                                                                                                                                    |
|                                                               | Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).                                      |
|                                                               | That it is common to experience mental health problems, and early support can help.                                                                                                                                                                                                                                      |

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| Long Term Overview – HEALTH & WELLBEING EDUCATION (STATUTORY) |                                                                                                                                                                                                                                                                                                                                                                         |
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| By the end of Primary School pupils should know:              |                                                                                                                                                                                                                                                                                                                                                                         |
| Wellbeing Online                                              | That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.                                                                                                                                                                                                             |
|                                                               | Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. |
|                                                               | The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.                                                                                                                                                      |
|                                                               | How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.                                                                                                                                                                                                                                           |
|                                                               | Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.                                                                                                                                                                                                                                                            |
|                                                               | The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.                                                                                                                                                                                                                             |
|                                                               | How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.                                                                                                                                                                               |
|                                                               | That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.                                                                                                                                                                                                                                  |
|                                                               | How to understand the information they find online, including from search engines, and know how information is selected and targeted.                                                                                                                                                                                                                                   |
|                                                               | That they have rights in relation to sharing personal data, privacy and consent.                                                                                                                                                                                                                                                                                        |
|                                                               | Where and how to report concerns and get support with issues online.                                                                                                                                                                                                                                                                                                    |

| Long Term Overview – HEALTH & WELLBEING EDUCATION (STATUTORY) |                                                                                                                                                                                                                                                    |
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| By the end of Primary School pupils should know:              |                                                                                                                                                                                                                                                    |
| Physical Health & Fitness                                     | The characteristics and mental and physical benefits of an active lifestyle.                                                                                                                                                                       |
|                                                               | The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. |
|                                                               | The risks associated with an inactive lifestyle, including obesity.                                                                                                                                                                                |
|                                                               | How and when to seek support including which adults to speak to in school if they are worried about their health.                                                                                                                                  |

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| Long Term Overview – HEALTH & WELLBEING EDUCATION (STATUTORY) |                                                                                                                                                                                                      |
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| By the end of Primary School pupils should know:              |                                                                                                                                                                                                      |
| Healthy Eating                                                | What constitutes a healthy diet (including understanding calories and other nutritional content).                                                                                                    |
|                                                               | Understanding the importance of a healthy relationship with food.                                                                                                                                    |
|                                                               | The principles of planning and preparing a range of healthy meals.                                                                                                                                   |
|                                                               | The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |

| Long Term Overview – HEALTH & WELLBEING EDUCATION (STATUTORY) |                                                                                                                                                                                                                                                                    |
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| By the end of Primary School pupils should know:              |                                                                                                                                                                                                                                                                    |
| Drugs, Alcohol, Tobacco & Vaping                              | The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. |

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| Long Term Overview – HEALTH & WELLBEING EDUCATION (STATUTORY) |                                                                                                                                                                                                                                                              |
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| By the end of Primary School pupils should know:              |                                                                                                                                                                                                                                                              |
| Health Protection & Prevention                                | How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.                                                                                                                                                   |
|                                                               | About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.                                                                                                                                                  |
|                                                               | The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. |
|                                                               | About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.                                                                       |
|                                                               | About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.                                                                                                                            |
|                                                               | The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.                                              |

| Long Term Overview – HEALTH & WELLBEING EDUCATION (STATUTORY) |                                                                                                                                    |
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| By the end of Primary School pupils should know:              |                                                                                                                                    |
| Personal Safety                                               | About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.                                 |
|                                                               | How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. |

| Long Term Overview – HEALTH & WELLBEING EDUCATION (STATUTORY) |                                                                                                                                                      |
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| By the end of Primary School pupils should know:              |                                                                                                                                                      |
| Basic First Aid                                               | How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. |
|                                                               | Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.                                         |

### Long Term Overview – HEALTH & WELLBEING EDUCATION (STATUTORY)

#### By the end of Primary School pupils should know:

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| Developing Bodies | About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.                                                                                  |
|                   | The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.                        |
|                   | The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. |

### Long Term Overview - SEX EDUCATION (NON-STATUTORY)

#### Taken from statutory Secondary requirements but content underlined and in italics will not be explored at Primary phase.

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| Intimate and Sexual Relationships | The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.                                                                                    |
|                                   | Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. |
|                                   | The facts about the <u>full</u> range of contraceptive choices, <u>efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.</u>                           |
|                                   | That there are choices in relation to pregnancy. <u>Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.</u>                                                                            |
|                                   | How and where to seek support for concerns around sexual relationships including sexual violence or harms.                                                                                                                                                                                                       |

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| Skills Progression Mapping – RSHE                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                       |                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                          |
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| Covered within: <b>Science Curriculum</b> / <b>Computing Curriculum</b> / <b>PE Curriculum</b> / <b>Values Curriculum</b> / <b>RE Lesson</b> / <b>Discrete RSHE Lesson</b> |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                       |                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Families &amp; People who Care for Me</b>                                                                                                                               | <p>Explain why families are important and how they help children as they grow up</p> <p>Describe own family and how it is similar and different to others</p> <p>Show respect for other people's families</p> <p>List people that support and care for them in life</p> <p><i>Know how stable, caring relationships contribute to a child's security and happiness.</i></p> | <p>Show respect for other people's families</p> <p>Describe some different ways that people in families show that they love and care for one another</p> <p>Describe some ways that people in families make each other feel safe and secure</p> <p>List people to speak to if someone or something in their family is making them feel unhappy or unsafe</p> | <p>Understand families come in all different varieties and can explain how these are similar or different to their own</p> <p>Know what marriage is and why people might choose to get married</p> | <p>Understand that there are a range of different families and partnerships in society</p> <p>Describe some things that people in families do to make their family life happy and healthy</p> <p><i>Explain how family members show commitment to each other, even when things are difficult.</i></p> | <p>Identify behaviours that are not healthy or safe in family relationships</p> <p>Name people who can help unhappy in their family</p> | <p>Know that civil partnerships and marriages are commitments that people in stable, loving relationships may choose to make</p> <p>Explain the laws around marriage and civil partnerships</p> <p>Know that forcing anyone to marry is a crime</p> <p>Understand that support is available to protect and prevent people being forced into marriage</p> |

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| Skills Progression Mapping – RSHE                                                                                                                                          |                                                                                                                                                      |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                   |
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| Covered within: <b>Science Curriculum</b> / <b>Computing Curriculum</b> / <b>PE Curriculum</b> / <b>Values Curriculum</b> / <b>RE Lesson</b> / <b>Discrete RSHE Lesson</b> |                                                                                                                                                      |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                   |
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| <b>Caring Friendships</b>                                                                                                                                                  | <p>State a range of reasons why friendships are important</p> <p>Demonstrate some of the skills needed to make friends and maintain friendships.</p> | <p>Describe qualities of a good friend</p> <p>Demonstrate some positive friendship skills including; sharing, co-operative play, taking turns, permission-seeking/giving and listening</p> <p>Know why positive friendship skills are important in friendships</p> | <p>Understand sometimes there are problems within friendships</p> <p><i>Recognise when a friendship is making them feel unhappy or uncomfortable, and identify trusted adults or resources to seek support or advice from</i></p> <p>Explain how someone might feel if they are left out</p> <p><i>Understand that it is normal to feel lonely sometimes, that not everyone always has the friends they want and its okay to talk about these feelings.</i></p> <p><i>Demonstrate how to include people in friendships and avoid loneliness and exclusion.</i></p> | <p>Say what makes them a good friend</p> <p>Describe qualities that they value in a friend</p> <p>Resolve differences effectively</p> <p><i>Understand that conflict can be managed without resorting to any form of violence or aggression, and that violence is never an acceptable solution to friendship problems.</i></p> | <p>Describe and demonstrate some features of healthy friendships</p> <p><i>Identify and explain how specific characteristics like mutual respect, loyalty, and supporting each other contribute to healthy and secure friendships.</i></p> <p>Describe some qualities of a trustworthy person and a trusting relationship</p> | <p>Understand relationships may change over time and that new relationships and friendships can develop</p> <p>Demonstrate skills needed to make new friends and manage changing friendships</p> <p>Make others feel included</p> |

**Skills Progression Mapping – RSHE**

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / **Discrete RSHE Lesson**

|                                       | Year 1                                                                                                                                                                                                                                                                                                                                                                                                      | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Respectful, Kind Relationships</b> | <p>Describe what a relationship is and give examples of the relationships they are involved in</p> <p>Describe the ways they are similar and different to others</p> <p>Know what respect is and demonstrate it in the classroom</p> <p>Describe how people show respect and disrespect</p> <p>Understand how disrespectful behaviour can hurt others</p> <p>Demonstrate courtesy and manners in school</p> | <p>Describe what bullying is, including all types, and why it is wrong</p> <p>Recognise people may be similar and different to them in lots of ways including ethnicity, faith and family background</p> <p>Explain why difference is something to be celebrated</p> <p>Demonstrate how to show respect for others</p> <p><i>Understand how they can expect to be treated with respect.</i></p> <p><i>Know how to manage feelings, including disappointment and frustration</i></p> <p>Explain what a stereotype is and how stereotypes can be unfair.</p> | <p>Describe what bullying is and the harm it causes</p> <p>Know strategies to respond and how to help to bullying or other negative behaviours they experience or witness</p> <p>Listen and respect the view of others even if it differs from their own</p> <p><i>Recognise their own strengths and share these with others.</i></p> <p><i>Understanding what makes them unique.</i></p> <p>Know that all genders and all people are equal and have equal rights</p> | <p><b>Confidently express views on different topics</b></p> <p><b>Understand others may have different views and show respect for these</b></p> <p>Understand what respect is and show this to others</p> <p>Recognise stereotypes and challenge them</p> <p>Recognise feelings of others and demonstrate care <i>and consider their needs and preferences.</i></p> <p><i>Understand balancing needs and wishes in relationships and why this can be complicated.</i></p> <p><i>Understand the difference between being kind and neglecting your own needs.</i></p> | <p>Say what makes a healthy, respectful relationship</p> <p>Understand the impact of bullying</p> <p>Know what to do to stop bullying</p> <p>Know that being a bystander to bullying is unacceptable</p> <p>Understand difference between aggressive, assertive and passive behaviour</p> <p>Identify when a relationship has become abusive and know who to talk to</p> <p><i>Understand the importance of setting and respecting healthy boundaries across all relationship types.</i></p> <p><i>Know the difference between asserting and controlling behaviour.</i></p> | <p>Identify strategies for resolving friendship and relationship disputes and conflict with kindness and respect.</p> <p><i>Identify practical steps and skills to improve relationships.</i></p> <p>Recognise and challenge discrimination, teasing, anti-social and aggressive behaviours in an appropriate way</p> <p>Identify hate crime and know how to report it</p> <p>Know places where people can go to get support if they are experiencing relationship difficulties</p> <p><i>Understand how to seek help when needed.</i></p> |

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**Skills Progression Mapping – RSHE**

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / **Discrete RSHE Lesson**

|                             | Year 1                                                                                                                                                                                           | Year 2                                                                                                                                                                         | Year 3                                                                                                                                                          | Year 4                                                                                                                                                                                                                                                                                    | Year 5                                                                                                                                                                                                                                                                                             | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Online Safety and Awareness | <p>Explain some safety rules for using the internet <i>including minimum age and why it exists.</i></p> <p>Demonstrate how to use the internet safely <i>including privacy and location.</i></p> | <p>Identify some risks of using the internet <i>emphasising how information cannot be deleted.</i></p> <p>Explain how to keep safe online <i>and where to seek advice.</i></p> | <p>Understand how to use the internet safely and demonstrate this</p> <p>Demonstrate respect when communicating in written form online even when anonymous.</p> | <p>Explain the ways that data is shared and used online</p> <p><i>Evaluate online relationships and sources of information</i></p> <p>Recognise situations where help is needed <i>including harmful content or harmful contact.</i></p> <p><i>Explain the risks of sharing data.</i></p> | <p><i>Understand the importance of not pressuring others to share images or information.</i></p> <p>Understand and can recognise risks online</p> <p><i>Understand the importance of privacy and location to protect information online.</i></p> <p>Demonstrate how to report a concern online</p> | <p>Know what grooming is and how to get help if they, or someone they know, is being groomed</p> <p>Report anything they are unsure about <i>including material that is inappropriate, upsetting, or involves a stranger.</i></p> <p>Explain risks around online ‘friendships’ and know how to keep safe</p> <p>Make decisions about what is ok to share online</p> <p>Understand how information and data is shared and used online</p> |

Blidworth & Rainworth Primary School Partnership  
RSHE Subject Pathway 2026-2027

**Skills Progression Mapping – RSHE**

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / Discrete RSHE Lesson

|                   | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 3                                                                                                                                                                                                                                                                                                                                                | Year 4                                                                                                                                                                                                                                                                                                                                                                                                               | Year 5                                                                                                                                                                                                                                                                                                                                                                             | Year 6                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Being Safe</b> | <p>Understand and practice how to negotiate space and resources (toys, books) with peers, using words to set boundaries in play.</p> <p>Use the 'Pants Rule' to state which parts of a body are private</p> <p>Understand private parts should not be touched by others unless for a medical reason or help with keeping clean</p> <p>Understand their body should not be touched by others without permission</p> <p>Understand they cannot touch others without their permission</p> <p>List people to go to if worried about something</p> <p>Describe safety rules for strangers both on and offline</p> | <p>List people who can support if worried</p> <p>Demonstrate how to ask for help</p> <p>Understand they can say yes or no if someone asks to touch them <i>or enters their personal space.</i></p> <p>Understand they shouldn't touch others without permission</p> <p>Understand if people say 'no' their choice must be respected</p> <p>Describe what private means - Pants Rule</p> <p>Know that private parts of the body should not be touched by others unless there are particular reasons why</p> <p>Know when it is ok to keep secrets and when it is not</p> <p>Describe how the body and mind reacts when it feels unsafe</p> | <p>Recognise secrets that need to be shared with trusted adults</p> <p>Know when it is ok to keep secrets and when it is not</p> <p>Describe safety rules for responding to adults they do not know, both in person and online.</p> <p>Demonstrate the vocabulary needed to ask for help and practice the "keep trying until you are heard" rule.</p> | <p>Understand what personal boundaries are</p> <p>Set own boundaries in relationships with others</p> <p><i>Understand that privacy is a right for both children and adults, but that privacy is never a reason to keep an unsafe secret</i></p> <p>Know when it is not appropriate to keep secrets</p> <p><i>Demonstrate how to keep safe in the wider community, including on and near roads and railways.</i></p> | <p>Have strategies to assess, manage and resist pressure and make positive healthy choices</p> <p>Explain difference between appropriate and inappropriate touch</p> <p>Know who, and how, to seek help if experience inappropriate touching</p> <p><i>Recognise signs that a relationship—whether with a peer or an adult—is becoming harmful, controlling, or dangerous.</i></p> | <p>Know what FGM is and who to talk to if worried</p> <p>Manage and assess risks in different situations, including physical contact and unknown adults</p> <p>Explain strategies for resisting pressure in different forms</p> <p><i>Demonstrate the confidence and vocabulary to report abuse or feelings of being unsafe, including how to use external sources of advice</i></p> |

Blidworth & Rainworth Primary School Partnership  
RSHE Subject Pathway 2026-2027

**Skills Progression Mapping – RSHE**

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / **Discrete RSHE Lesson**

|                   | Year 1                                                                                                                                                                                                                                     | Year 2                                                                                                                                                                                                                                                                                                                                                                                        | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 4                                                                                                                                                                                                                                                                                                       | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 6                                                                                                                                                                                                                                                                                                                                                   |
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| General Wellbeing | <p>Use range of feeling words</p> <p>Describe range of feelings</p> <p>Recognise and describe own feelings</p> <p>Describe things that make them feel happy and positive</p> <p>List people to talk to if support needed with feelings</p> | <p>Identify times when they have felt really strong emotions, and describe what happened to their body and mind at these times</p> <p>Know positive strategies for dealing with strong emotions and demonstrate these</p> <p>List ways that people can care for their mental wellbeing</p> <p>Recognise and describe how others feel by observing their face, body language and behaviour</p> | <p>Recognise own strong emotions and know ways to manage these safely</p> <p>Recognise feelings in others and respond appropriately</p> <p>Understand change can provoke strong emotions</p> <p>Identify and celebrate own positive qualities and skills and those of others</p> <p>Understand mistakes are an opportunity to learn and develop</p> <p>Know there are lots of emotions and people's emotions change in different situations</p> <p>Know change may cause them to have a range of feelings</p> <p>Describe ways to deal with change positively</p> | <p>Know what mental wellbeing and mental ill health mean</p> <p>Understand that many people experience mental ill health</p> <p><i>Identifying how helping others improves own wellbeing</i></p> <p><i>Explain that grief is a natural response to bereavement and that everyone grieves differently</i></p> | <p>Explain strategies for managing own feelings appropriately</p> <p>Recognise range of emotions in others</p> <p>Have vocabulary to explain the intensity of own feelings to others</p> <p>Know what resilience is and have strategies to build own skills</p> <p>Recognise when to seek support for own or others' mental wellbeing</p> <p><i>Understand that worrying and feeling down are normal and affect everyone.</i></p> | <p>Identify signs of mental ill health</p> <p><i>Ensure children can distinguish between everyday "feeling down" and a mental health condition</i></p> <p>Know range of strategies to maintain and improve mental wellbeing</p> <p>List people and organisations that can support them or others with their wellbeing and explain how to access them</p> |

**Skills Progression Mapping – RSHE**

| Covered within: <b>Science Curriculum</b> / <b>Computing Curriculum</b> / <b>PE Curriculum</b> / <b>Values Curriculum</b> / <b>RE Lesson</b> / <b>Discrete RSHE Lesson</b> |                                                                                                                                           |                                                                                                                            |                                                                  |                                                                                                                                                                                         |                                                                                                                            |                                                                                                                                                                                                       |
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|                                                                                                                                                                            | Year 1                                                                                                                                    | Year 2                                                                                                                     | Year 3                                                           | Year 4                                                                                                                                                                                  | Year 5                                                                                                                     | Year 6                                                                                                                                                                                                |
| <b>Physical Health and Fitness</b>                                                                                                                                         | <p>List different activities that help to keep body and mind healthy</p> <p>Recognise times when you are physically active in the day</p> | <p>Explain why physical activity is important for health</p> <p>Identify the ways they are physically active in a week</p> | <p>Set a target to increase physical activity and achieve it</p> | <p>Describe different types of physical activity and explain how these benefit the body and mind</p> <p>Name people and organisations who can help if worried about physical health</p> | <p>Understand risks of an inactive lifestyle</p> <p>Make small changes to increase amount of activity in daily routine</p> | <p>Include regular exercise in daily and weekly routine</p> <p>Explain links between physical activity and mental wellbeing</p> <p>Know who they can go to for help if worried about their health</p> |

**Skills Progression Mapping – RSHE**

| Covered within: <b>Science Curriculum</b> / <b>Computing Curriculum</b> / <b>PE Curriculum</b> / <b>Values Curriculum</b> / <b>RE Lesson</b> / <b>Discrete RSHE Lesson</b> |                                                                                                                                                                                                                                                                                  |                                                            |                                                                                                                                                                                                                                |                                                                                                  |                                                                                                                                                                                                                                                                                                         |                                                                                                                                           |
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|                                                                                                                                                                            | Year 1                                                                                                                                                                                                                                                                           | Year 2                                                     | Year 3                                                                                                                                                                                                                         | Year 4                                                                                           | Year 5                                                                                                                                                                                                                                                                                                  | Year 6                                                                                                                                    |
| <b>Health Protection and Prevention</b>                                                                                                                                    | <p>Clean teeth well and follow teeth cleaning routine at home or at school</p> <p>Know that germs can be spread through sneezing and coughing</p> <p>Demonstrate how to prevent spread of germs by using tissues and washing hands</p> <p>Demonstrate how to wash hands well</p> | <p>Describe ways to look after my health and wellbeing</p> | <p><i>Understand the difference between safe and unsafe exposure to the sun.</i></p> <p><i>Describe how to reduce the risk of sun damage, including skin cancer.</i></p> <p>Brush teeth well in the morning and before bed</p> | <p>Explain importance of good oral hygiene</p> <p>Demonstrate how to clean teeth effectively</p> | <p><i>Explain how a lack of sleep impacts weight, mood, and the ability to learn, and identify the recommended amount of sleep for my age.</i></p> <p><i>Describe practical steps for improving sleep.</i></p> <p>Know that good hygiene and regular washing is important during puberty and beyond</p> | <p>Know some early signs of physical illness</p> <p>Understand about types of immunisation and vaccination and why they are important</p> |

**Skills Progression Mapping – RSHE**

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / Discrete RSHE Lesson

|                | Year 1                                                                                                   | Year 2                                                                                                                                                                                                                | Year 3                                                                                                                                                | Year 4                                                                                                                                                                                                                                                            | Year 5                                                                                                                                                                    | Year 6                                                                                                         |
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| Healthy Eating | <p>Name fruits and vegetables</p> <p>List variety of healthy snacks</p> <p>Make healthy food choices</p> | <p>Demonstrate choosing and preparing healthy snack from range of options</p> <p>Explain types of food that make up a healthy diet</p> <p>Identify foods that should only be eaten occasionally and in moderation</p> | <p>Know why it is important to drink water regularly and how much to drink</p> <p>List and describe foods that may contribute towards tooth decay</p> | <p>Understand some food choices are healthier and give more nutrients to the body than others</p> <p>Make healthy food choices</p> <p><i>Learn the benefits of staying active and eating well, including how to build healthy habits into daily routines.</i></p> | <p>Explain main components of a healthy diet</p> <p>Understand the risks of an unhealthy lifestyle and know which trusted adults to speak to if worried about health.</p> | <p>Plan healthy meal using main food groups</p> <p>Understand how healthy nutrition supports body and mind</p> |

**Skills Progression Mapping – RSHE**

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / **Discrete RSHE Lesson**

|                  | Year 1                                                                                                                                                                                                                                                                                       | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Wellbeing Online | <p>Describe ways that the internet is positive and useful</p> <p>Explain and demonstrate basic safety rules for using the internet including not sharing personal information</p> <p>Know to show kindness and respect to others when playing or talking online, just as I do in person.</p> | <p>List examples of private information that should not be shared on the internet and explain why</p> <p>Describe safety rules for the internet including not sharing private information</p> <p>Understand certain games and websites have age restrictions and know to ask a trusted adult to help find appropriate websites</p> <p><i>Describe why it is good for my body and mind to have time away from my screen.</i></p> | <p>Describe and demonstrate safety rules when playing, working and communicating online</p> <p><i>Understanding the benefits limiting time spent online.</i></p> <p>Know where and how to get help if worried about something online</p> <p>Understand some information in the media and online is not true</p> <p><i>Explain why keeping screens out of the bedroom helps me get the right amount of sleep for my age</i></p> | <p><i>Evaluate the accuracy of online content and use strategies to identify reliable sources of information.</i></p> <p><i>Explain that search engines and websites select and target the information seen.</i></p> <p><i>Explain how to protect privacy online by knowing how to use privacy and location settings to decide who can see my information</i></p> <p><i>Discuss why online relationships are not a good substitute for in-person ones.</i></p> <p>Recognise online communications that are manipulative or persuasive and how to respond appropriately</p> <p>Know how to report concerns and get help with issues online</p> <p><i>Understand that once a picture or words are shared online, they can be shared by others and cannot be deleted everywhere</i></p> | <p>Recognise not all information online is accurate or unbiased</p> <p>Have strategies for identifying the origin of a website</p> <p>Use online tools safely to exchange information and collaborate with others within and beyond school</p> <p>Understand some people use online technology to bully other people and know how to seek help if this happens</p> <p>Understand potential risks of providing personal information online</p> <p>Know strategies for protecting personal information, including passwords, addresses and images of self and others</p> <p>Know how to present self safely online</p> <p>Understand risks of online streaming and sending images of self online</p> <p>Explain how to respond if asked to send naked image</p> <p>Know how computer games are classified and understand why.</p> <p><i>Know that gambling sites are age-restricted because they carry high risks of financial harm</i></p> <p><i>Identify the risks of video game monetisation (spending real money in games), scams, and fraud.</i></p> | <p>Explain and demonstrate safe use of mobile phones and tablets</p> <p><i>Understand legal consequences of sending offensive online communications</i></p> <p>Critically evaluate what is presented online and know why this is important</p> <p>Understand risks and safety rules around forwarding things online</p> <p><i>Understand that gaming can become addictive and list the signs of excessive device use</i></p> <p>Know consequences of sending naked images online</p> <p>Know how to get help with issues online and how to report concerns</p> |

**Skills Progression Mapping – RSHE**

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / Discrete RSHE Lesson

|                                           | Year 1                                                                                                                                                          | Year 2                                                                                                                                                                                                                                                           | Year 3                                                                                                                                      | Year 4                                                                                                                                                        | Year 5                                                                                                       | Year 6                                                                                                                                                                                                            |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Drugs, Alcohol, Tobacco and Vaping</b> | <p>Understand why we have medicines and describe safety rules for their use</p> <p>Identify substances in the household that may be helpful and/or harmful.</p> | <p>Know and understand home and school rules for medicines</p> <p>Describe what to do if medicines are found that belong to someone else</p> <p>Explain why medicines are harmful if not used properly</p> <p>Understand why they can be harmful if misused.</p> | <p>Know there are a range of legal substances that affect the way a person's body or mind work, including caffeine, tobacco and alcohol</p> | <p><i>Identify the facts and risks of legal and illegal substances, including the high risk of addiction from smoking, vaping, and nicotine products.</i></p> | <p>Know which commonly available substances and drugs are legal and illegal, and their effects and risks</p> | <p><b>Know the risks and consequences of misusing medicines, alcohol, tobacco, drugs and other substances</b></p> <p><b>Understand what is meant by the term 'habit' and why habits can be hard to change</b></p> |

**Skills Progression Mapping - RSHE **INFORM PARENTS****

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / **Discrete RSHE Lesson**

|                 | Year 1 | Year 2                                                                                                                                                                              | Year 3                                                                                                                                                                                                                                                                        | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 6                                                                                                                                                                                       |
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| Developing Body |        | <p>Describe how they have changed since birth</p> <p>Understand the changes that happen as people grow from young to old</p> <p>Describe how people's needs change as they grow</p> | <p><i>Use scientific names for private body parts including penis, vulva, vagina, testicles, scrotum, and nipples.</i></p> <p><i>Understand that these specific body parts are private and develop the skills to express and maintain personal boundaries around them</i></p> | <p>Describe the changes that happen to the body and mind during puberty</p> <p><i>Understand puberty as a stage in the human lifecycle driven by biological changes.</i></p> <p>Know scientific names for reproductive body parts</p> <p>Know there is a special place inside a female body called a uterus /womb</p> <p><i>Understand the facts about the menstrual cycle, including physical and emotional changes, and practical ways to manage them at home or in school.</i></p> | <p>Name parts of the reproductive system in male and female bodies</p> <p><i>Explain the physical and emotional changes of adolescence, including how to regulate emotions and cope with the transition to adulthood.</i></p> <p>Understand stages of the menstrual cycle</p> <p>Know how menstruation can be managed</p> <p>Understand people's emotions may change during puberty and have a range of strategies for managing feelings towards self and others in a positive way</p> | <p>Explain how to maintain hygiene during puberty</p> <p>Show maturity, understanding and respect around menstruation</p> <p>Understand impact that puberty has on feelings and emotions</p> |

**Skills Progression Mapping – RSHE**

| Covered within: <b>Science Curriculum</b> / <b>Computing Curriculum</b> / <b>PE Curriculum</b> / <b>Values Curriculum</b> / <b>RE Lesson</b> / Discrete RSHE Lesson |                                                                                                                                                      |                                                                                                                                                                                       |                                                                                                                                                                                                      |        |                                                                                                                                          |                                            |
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|                                                                                                                                                                     | Year 1                                                                                                                                               | Year 2                                                                                                                                                                                | Year 3                                                                                                                                                                                               | Year 4 | Year 5                                                                                                                                   | Year 6                                     |
| Basic First Aid                                                                                                                                                     | <p>Know when it is appropriate to get help from an adult if someone is hurt</p> <p>List adults they can approach for help and how to access them</p> | <p>Know how to make a phone call to emergency services and understand the rules for this</p> <p>Understand about people who help us in the community and can describe their roles</p> | <p>Demonstrate how to make a call to emergency services and know when this action might be required</p> <p>Identify situations when it would be appropriate to make a call to emergency services</p> |        | <p>Demonstrate basic first aid for common injuries</p> <p>Understand the importance of reporting incidents rather than filming them.</p> | <p>Demonstrate basic first aid for CPR</p> |

**Skills Progression Mapping – RSHE **INFORM PARENTS****

| Covered within: <b>Science Curriculum</b> / <b>Computing Curriculum</b> / <b>PE Curriculum</b> / <b>Values Curriculum</b> / <b>RE Lesson</b> / Discrete RSHE Lesson |        |        |        |        |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                                                                                                                                                     | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Intimate and Sexual Relationships                                                                                                                                   |        |        |        |        |        | <p><b>Explain how human reproduction occurs, including conception, pregnancy and birth</b></p> <p>Understand there are lots of things to consider before people choose to have a baby</p> <p>Know pregnancy can be prevented through use of contraception</p> <p>Understand what consent is</p> <p>Know the legal age for someone to consent to sexual activity in UK is 16</p> <p><i>Understand that people can be attracted to and have relationships with people of the same sex or the opposite sex.</i></p> <p>Use terms to describe different relationships (heterosexual, gay, lesbian, bisexual, pansexual)</p> <p><i>Understand that many young people choose to wait until they are older to have sex, and that people of all ages can enjoy intimate and romantic relationships without sexual activity.</i></p> |

Blidworth & Rainworth Primary School Partnership  
RSHE Subject Pathway 2026-2027

**Vocabulary Progression Mapping - RSHE**

**RSHE (Values Days) - Foundation**

| Respect / Compassion | Inclusion / Kindness / Diversity | Inspiration / Pride / Inquisitiveness | Resilience / Courage / Perseverance | Responsibility  | Aspiration/ Ambition |
|----------------------|----------------------------------|---------------------------------------|-------------------------------------|-----------------|----------------------|
| kind manners         | friend play                      | try better                            | keep going give up                  | look after tidy | grow up job          |

**RSHE (Values Days) - Year 1**

| Respect / Compassion | Inclusion / Kindness / Diversity | Inspiration / Pride / Inquisitiveness | Resilience / Courage / Perseverance | Responsibility     | Aspiration/ Ambition |
|----------------------|----------------------------------|---------------------------------------|-------------------------------------|--------------------|----------------------|
| respect compassion   | relationship friendship          | emergency                             | feelings                            | permission private | earn save            |

**RSHE (Values Days) - Year 2**

| Respect / Compassion | Inclusion / Kindness / Diversity | Inspiration / Pride / Inquisitiveness | Resilience / Courage / Perseverance | Responsibility           | Aspiration/ Ambition |
|----------------------|----------------------------------|---------------------------------------|-------------------------------------|--------------------------|----------------------|
| bullying             | cooperate positive               | emergency services                    | emotions body language              | responsibility community | skills interests     |

**RSHE (Values Days) - Year 3**

| Respect / Compassion | Inclusion / Kindness / Diversity | Inspiration / Pride / Inquisitiveness | Resilience / Courage / Perseverance | Responsibility | Aspiration/ Ambition |
|----------------------|----------------------------------|---------------------------------------|-------------------------------------|----------------|----------------------|
| witness strategies   | resolve uncomfortable            | communicate effective                 | manage mistake                      | environment    | career volunteer     |

**RSHE (Values Days) - Year 4**

| Respect / Compassion | Inclusion / Kindness / Diversity | Inspiration / Pride / Inquisitiveness | Resilience / Courage / Perseverance | Responsibility         | Aspiration/ Ambition |
|----------------------|----------------------------------|---------------------------------------|-------------------------------------|------------------------|----------------------|
| stereotype           | qualities differences            | appropriate                           | mental health wellbeing             | reduce / reuse recycle | priority influence   |

**RSHE (Values Days) - Year 5**

| Respect / Compassion | Inclusion / Kindness / Diversity | Inspiration / Pride / Inquisitiveness | Resilience / Courage / Perseverance | Responsibility   | Aspiration/ Ambition     |
|----------------------|----------------------------------|---------------------------------------|-------------------------------------|------------------|--------------------------|
| assertive passive    | unhealthy                        | injury treatment                      | overwhelmed intense                 | law consequences | employment qualification |

**RSHE (Values Days) - Year 6**

| Respect / Compassion | Inclusion / Kindness / Diversity | Inspiration / Pride / Inquisitiveness | Resilience / Courage / Perseverance | Responsibility | Aspiration/ Ambition       |
|----------------------|----------------------------------|---------------------------------------|-------------------------------------|----------------|----------------------------|
| Hate Crime           | navigate conflict                | defibrillator resuscitation           | organisations                       | human rights   | career path apprenticeship |

Blidworth & Rainworth Primary School Partnership  
RSHE Subject Pathway 2026-2027

| Enhancement Mapping - RSHE                                 |                                     |                                                                                                                                                 |                                                                |                                                                                                                   |                                                                                    |
|------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| RSHE (Values Days) - Respect / Compassion                  |                                     |                                                                                                                                                 |                                                                |                                                                                                                   |                                                                                    |
| Year 1                                                     | Year 2                              | Year 3                                                                                                                                          | Year 4                                                         | Year 5                                                                                                            | Year 6                                                                             |
| Enhancement:<br>Whole Class Art (Free)                     | Enhancement:<br>MHST (Free/ Booked) | Enhancement:<br>Drama (Nicky Rafferty £300)<br><a href="mailto:nicky@nickyraffertystorytelling.co.uk">nicky@nickyraffertystorytelling.co.uk</a> | Enhancement:<br>Care Home (Organised/<br>waiting confirmation) | Enhancement:<br>Debate (Free)                                                                                     | Enhancement:<br>Police (Tracey Stokes - Organised)<br>Tracy.Stokes@Notts.Police.uk |
| RSHE (Values Days) - Inclusion / Kindness / Diversity      |                                     |                                                                                                                                                 |                                                                |                                                                                                                   |                                                                                    |
| Year 1                                                     | Year 2                              | Year 3                                                                                                                                          | Year 4                                                         | Year 5                                                                                                            | Year 6                                                                             |
| Enhancement:                                               | Enhancement:<br>Whole Class Art     | Enhancement:<br>Library Visit                                                                                                                   | Enhancement:                                                   | Enhancement:<br>MHST                                                                                              | Enhancement:<br>Debate                                                             |
| RSHE (Values Days) - Inspiration / Pride / Inquisitiveness |                                     |                                                                                                                                                 |                                                                |                                                                                                                   |                                                                                    |
| Year 1                                                     | Year 2                              | Year 3                                                                                                                                          | Year 4                                                         | Year 5                                                                                                            | Year 6                                                                             |
| Enhancement:                                               | Enhancement:<br>Fire                | Enhancement:<br>Police (Free - organised)<br>Tracy.Stokes@Notts.Police.uk                                                                       | Enhancement:<br>Road/Railway<br>British Transport Police       | Enhancement:<br>Basic first aider (Free - awaiting confirmation)<br>Newarkcommunityfirstaiders@hotmail.com        | Enhancement:<br>CPR/Defib                                                          |
| RSHE (Values Days) - Resilience / Courage / Perseverance   |                                     |                                                                                                                                                 |                                                                |                                                                                                                   |                                                                                    |
| Year 1                                                     | Year 2                              | Year 3                                                                                                                                          | Year 4                                                         | Year 5                                                                                                            | Year 6                                                                             |
| Enhancement:                                               | Enhancement:<br>Library Visit       | Enhancement:                                                                                                                                    | Enhancement:<br>Whole Class Art                                | Enhancement:<br>MHST                                                                                              | Enhancement:<br>Debate                                                             |
| RSHE (Values Days) - Responsibility                        |                                     |                                                                                                                                                 |                                                                |                                                                                                                   |                                                                                    |
| Year 1                                                     | Year 2                              | Year 3                                                                                                                                          | Year 4                                                         | Year 5                                                                                                            | Year 6                                                                             |
| Enhancement:                                               | Enhancement:<br>Litter Picking      | Enhancement:<br>Bee Conservationist (Free - Booked)<br><a href="mailto:angela@wildhillapiary.uk">angela@wildhillapiary.uk</a>                   | Enhancement:<br>Library Visit                                  | Enhancement:<br>Mock Trial (Jack Burrows)<br><a href="mailto:jack.burrows@live.co.uk">jack.burrows@live.co.uk</a> | Enhancement:<br>Whole Class Art                                                    |
| RSHE (Values Days) - Aspiration/ Ambition                  |                                     |                                                                                                                                                 |                                                                |                                                                                                                   |                                                                                    |
| Year 1                                                     | Year 2                              | Year 3                                                                                                                                          | Year 4                                                         | Year 5                                                                                                            | Year 6                                                                             |
| Enhancement:<br>Library Visit                              | Enhancement:<br>Parent Q&A          | Enhancement:<br>Whole Class Art                                                                                                                 | Enhancement:<br>Athlete                                        | Enhancement:<br>Debate                                                                                            | Enhancement:<br>Career Fayre                                                       |

Blidworth & Rainworth Primary School Partnership  
RSHE Subject Pathway 2026-2027

| Learning Overview Values Day - Respect / Compassion                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                    |
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| Year 1                                                                                                                                                                                                                                                                  | Year 2                                                                                                                                                                                                                                                                  | Year 3                                                                                                                                                                                                                                                                                                                                                           | Year 4                                                                                                                                                                                                                                                                                                                                                                                                 | Year 5                                                                                                                                                                                                                                                                                                                      | Year 6                                                                                                                                                                                                                                                                                                                                                                             |
| To understand how being disrespectful impacts others.                                                                                                                                                                                                                   | To know what bullying is and why it happens.                                                                                                                                                                                                                            | To know how to respond to bullying behaviours.                                                                                                                                                                                                                                                                                                                   | To know which stereotypes are present in today's world.                                                                                                                                                                                                                                                                                                                                                | To recognise aggressive, assertive and passive behaviours.                                                                                                                                                                                                                                                                  | To recognise the responsibility for challenging hate crimes.                                                                                                                                                                                                                                                                                                                       |
| <p>[ ] Describe the way you look similar and different to others.</p> <p>[ ] Know what respect is and demonstrate it in the classroom.</p> <p>[ ] Describe how people show disrespect and how it can hurt others.</p> <p>[ ] Explain how to show respect in school.</p> | <p>[ ] Recognise people may be similar and different to them in lots of ways.</p> <p>[ ] Describe what bullying is, including all types.</p> <p>[ ] Explain why it may happen and why it is wrong.</p> <p>[ ] Explain why difference is something to be celebrated.</p> | <p>[ ] Listen and respect the view of others even if it differs from their own.</p> <p>[ ] Explain what bullying looks like and the harm it causes.</p> <p>[ ] Know strategies to respond to bullying or other negative behaviours that you experience or witness.</p> <p>[ ] Give an example of when you have witnessed bullying and what you did about it.</p> | <p>[ ] Understand others may have different views and show respect for these.</p> <p>[ ] Know what a stereotype is and how it can be unfair.</p> <p>[ ] Give examples of when stereotypes may occur (Race, religion, disability and gender)</p> <p>[ ] Confidently express views on different topics.</p>                                                                                              | <p>[ ] Identify when a relationship has become abusive.</p> <p>[ ] Know that being a bystander to abuse is unacceptable.</p> <p>(Race, religion, disability and gender)</p> <p>[ ] Understand the difference between aggressive, assertive and passive behaviour.</p> <p>[ ] Explain what to do when you witness abuse.</p> | <p>[ ] Identify strategies for resolving disputes and conflict in a rational manner.</p> <p>[ ] Recognise discrimination, teasing, anti-social and aggressive behaviours.</p> <p>[ ] Identify hate crimes and know how to report them.</p> <p>(Race, religion, disability and gender)</p> <p>[ ] Know places victims can go for support if they are experiencing difficulties.</p> |
|                                                                                                                                                                                                                                                                         | To understand and show respect to others.                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                  | To recognise and respect others' feelings and balance different needs in relationships.                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                         | <p>[ ] Explain what respect is</p> <p>[ ] Know how to show respect to others.</p> <p>[ ] Understand how they can expect to be treated with respect.</p> <p>[ ] Give an example of how to challenge someone respectfully if have been unkind.</p>                        |                                                                                                                                                                                                                                                                                                                                                                  | <p>[ ] Recognise that other people have feelings and preferences.</p> <p>[ ] Demonstrate respect by listening to others and considering their feelings and needs.</p> <p>[ ] Explain why it can be difficult to balance different people's needs and wishes in relationships.</p> <p>[ ] Explain how I try to balance different needs and wishes in relationships while showing respect to others.</p> |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                    |
| respect<br>compassion                                                                                                                                                                                                                                                   | bullying                                                                                                                                                                                                                                                                | witness<br>strategies                                                                                                                                                                                                                                                                                                                                            | stereotype                                                                                                                                                                                                                                                                                                                                                                                             | assertive<br>passive                                                                                                                                                                                                                                                                                                        | Hate Crime                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Enhancement:</b><br>Whole Class Art (Free)                                                                                                                                                                                                                           | <b>Enhancement:</b><br>MHST (Free/ Booked)                                                                                                                                                                                                                              | <b>Enhancement:</b><br>Drama (Nicky Rafferty £300)<br><a href="mailto:nicky@nickyraffertystorytelling.co.uk">nicky@nickyraffertystorytelling.co.uk</a>                                                                                                                                                                                                           | <b>Enhancement:</b><br>Care Home (Organised/<br>waiting confirmation)                                                                                                                                                                                                                                                                                                                                  | <b>Enhancement:</b><br>Debate (Free)                                                                                                                                                                                                                                                                                        | <b>Enhancement:</b><br>Police (Tracey Stokes - Organised)<br>Tracy.Stokes@Notts.Police.uk                                                                                                                                                                                                                                                                                          |

Blidworth & Rainworth Primary School Partnership  
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| Learning Overview Values Day - <b>Kindness</b> / <b>Inclusion</b> / <b>Diversity</b>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Year 1                                                                                                                                                                                                                                                                                                                                     | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 5                                                                                                                                                                                                                                                                                                                                                                  | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| To understand why relationships are important.                                                                                                                                                                                                                                                                                             | To know the skills needed to develop friendships.                                                                                                                                                                                                                                                                                                                                                                      | To know ways of resolving friendship difficulties.                                                                                                                                                                                                                                                                                                                                                                           | To understand what makes a good friend and reflect on my own friendship qualities                                                                                                                                                                                                                                                                                                                                                               | To know the difference between healthy and unhealthy and relationships.                                                                                                                                                                                                                                                                                                 | To build positive friendships and include others.                                                                                                                                                                                                                                                                                                                                                                                                  |
| <input type="checkbox"/> Identify different people in their life.<br><input type="checkbox"/> Consider the different types of relationships.<br><input type="checkbox"/> Describe what makes a stable and caring relationship.<br><input type="checkbox"/> Understand the difference between a friendship and a relationship.              | <input type="checkbox"/> Describe qualities of a good friend.<br><input type="checkbox"/> Understand some positive friendship skills. (sharing, co-operative play, taking turns, permission seeking, giving and listening)<br><input type="checkbox"/> Know why positive friendship skills are important in friendships.<br><input type="checkbox"/> Give an example of when you have used positive friendship skills. | <input type="checkbox"/> Describe ways to include others in friendships<br><input type="checkbox"/> Explain what I can do when a friendship problem happens.<br><input type="checkbox"/> Demonstrate strategies to resolve friendship problems when they occur.<br><input type="checkbox"/> Give examples of how I have resolved a friendship problem and explain why my actions helped.                                     | <input type="checkbox"/> Describe qualities that they value in a friend.<br><input type="checkbox"/> Say what makes you a good friend.<br><input type="checkbox"/> Explain the difference between being kind to others and looking after my own needs.<br><input type="checkbox"/> Reflect on my own friendships and explain how I can balance being kind with taking care of myself.                                                           | <input type="checkbox"/> Explore the meaning of being trustworthy.<br><input type="checkbox"/> Consider how some friendships and relationships are unhealthy.<br><input type="checkbox"/> Describe and demonstrate some features of healthy friendships and relationships.<br><input type="checkbox"/> Describe the difference between a friendship and a relationship. | <input type="checkbox"/> Demonstrate skills needed to make new friends<br><input type="checkbox"/> Understand how to make others feel included in friendships.<br><input type="checkbox"/> Demonstrate skills to manage changing friendships, understanding they can change over time.<br><input type="checkbox"/> Explain how new friendships can develop and give examples of how I have adapted to changes in friendships.                      |
| To understand why friendships are important and how to make and keep friends.                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                        | To understand feelings within friendships.                                                                                                                                                                                                                                                                                                                                                                                   | To resolve differences in friendships in a safe and respectful way.                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                         | To manage friendship problems and resolve conflict respectfully.                                                                                                                                                                                                                                                                                                                                                                                   |
| <input type="checkbox"/> Give reasons why you like your friends<br><input type="checkbox"/> Explain why friendships are important.<br><input type="checkbox"/> Demonstrate some of the skills needed to make friends and maintain friendships<br><input type="checkbox"/> Give examples when you did something to improve your friendship. |                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="checkbox"/> Explain how someone might feel if they are left out<br><input type="checkbox"/> Describe times when someone might feel lonely and understand that this is a normal feeling.<br><input type="checkbox"/> Recognise when a friendship might make someone feel unhappy or uncomfortable<br><input type="checkbox"/> Explain why it is important to talk about feelings and who I can go to for support | <input type="checkbox"/> Describe simple ways to resolve differences with a friend.<br><input type="checkbox"/> Explain how to resolve differences effectively<br><input type="checkbox"/> Explain that conflict can be managed without aggression or violence and that violence is never acceptable.<br><input type="checkbox"/> Give examples of how I have resolved a friendship problem and explain why my approach was safe and respectful |                                                                                                                                                                                                                                                                                                                                                                         | <input type="checkbox"/> Explain how friendship problems can be resolved.<br><input type="checkbox"/> Compare different strategies for resolving conflict and choose when to use them. <input type="checkbox"/> Demonstrate practical skills to resolve friendship and relationship disputes effectively<br><input type="checkbox"/> Evaluate how I have managed conflict or change in a relationship and explain what helped improve the outcome. |
| relationship friendship                                                                                                                                                                                                                                                                                                                    | cooperate positive                                                                                                                                                                                                                                                                                                                                                                                                     | resolve uncomfortable                                                                                                                                                                                                                                                                                                                                                                                                        | qualities differences                                                                                                                                                                                                                                                                                                                                                                                                                           | unhealthy                                                                                                                                                                                                                                                                                                                                                               | navigate conflict                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Enhancement:                                                                                                                                                                                                                                                                                                                               | Enhancement:<br>Whole Class Art                                                                                                                                                                                                                                                                                                                                                                                        | Enhancement:                                                                                                                                                                                                                                                                                                                                                                                                                 | Enhancement:<br>Whole Class Art                                                                                                                                                                                                                                                                                                                                                                                                                 | Enhancement:<br>MHST                                                                                                                                                                                                                                                                                                                                                    | Enhancement:<br>Debate                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| Learning Overview Values Day - <b>Pride /Inspiration / Inquisitiveness</b>                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                     |
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| Year 1                                                                                                                                                                                                                                                                                                                     | Year 2                                                                                                                                                                                                                                                                                       | Year 3                                                                                                                                                                                                                                                                                                                                                                             | Year 4                                                                                                                                                                                                                                                                                                                                                                                                   | Year 5                                                                                                                                                                                                                                                                               | Year 6                                                                                                                                                                                              |
| To know when adult help is needed in an emergency.                                                                                                                                                                                                                                                                         | To know when it is appropriate to call the emergency services.                                                                                                                                                                                                                               | To identify the correct emergency service and communicate effectively in an emergency call.                                                                                                                                                                                                                                                                                        | To understand and demonstrate how to stay safe in the wider community, including roads and railway.                                                                                                                                                                                                                                                                                                      | To prioritise giving basic first aid on others over social media.                                                                                                                                                                                                                    | To perform the CPR procedure correctly.                                                                                                                                                             |
| <p>[ ] Identify times when someone might need help from an adult.</p> <p>[ ] List adults you can approach for help and how to access them (Lunchtimes, classroom, at home)</p> <p>[ ] Know when immediate adult help is needed if someone is hurt.</p> <p>[ ] Explain what to do if there is no adult to ask for help.</p> | <p>[ ] Identify people in the community who help us in an emergency.</p> <p>[ ] Know how to make a phone call to the emergency services.</p> <p>[ ] Understand that you call the emergency services when there is risk of harm.</p> <p>[ ] Explain why 999 is only used in an emergency.</p> | <p>[ ] Identify the emergency services and explain their roles.</p> <p>[ ] Recognise situations when it is appropriate to call 999</p> <p>[ ] Describe what information is needed when making an emergency call and demonstrate how to make one.</p> <p>[ ] Explain why different emergency services may be needed in different situations.</p>                                    | <p>[ ] Recognise hazards in the wider community, including on roads and near railways</p> <p>[ ] Describe how to keep myself safe when I am near roads and railways.</p> <p>[ ] Demonstrate how to make safe choices in different community situations involving roads and railways</p> <p>[ ] Explain why these safety rules are important and how they help prevent danger in the wider community.</p> | <p>[ ] Consider common injuries that require first aid.</p> <p>[ ] Demonstrate basic first aid using contents of a first aid kit.</p> <p>[ ] Understand the importance of reporting incidents rather than filming.</p> <p>[ ] Recognise when an injury needs hospital treatment.</p> | <p>[ ] Know when CPR is needed.</p> <p>[ ] Recall steps for CPR procedure.</p> <p>[ ] Demonstrate basic first aid for CPR.</p> <p>[ ] Describe how a defibrillator machine can help save lives.</p> |
|                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                              | To understand personal strengths and differences and why everyone should be treated equally and fairly.                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                              | <p>[ ] Describe my strengths and things that are special about me.</p> <p>[ ] Explain how people's strengths and differences make them special</p> <p>[ ] Explain that all people, regardless of gender, have equal rights and should be treated fairly.</p> <p>[ ] Explain why valuing differences and treating people equally is important in our community and wider world.</p> |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                     |
| emergency                                                                                                                                                                                                                                                                                                                  | emergency services                                                                                                                                                                                                                                                                           | communicate effective                                                                                                                                                                                                                                                                                                                                                              | appropriate                                                                                                                                                                                                                                                                                                                                                                                              | injury treatment                                                                                                                                                                                                                                                                     | defibrillator resuscitation                                                                                                                                                                         |
| <b>Enhancement:</b>                                                                                                                                                                                                                                                                                                        | <b>Enhancement:</b><br>Fire                                                                                                                                                                                                                                                                  | <b>Enhancement:</b><br>Police (Free – organsied)<br><br>Tracy.Stokes@Notts.Police.uk                                                                                                                                                                                                                                                                                               | <b>Enhancement:</b><br>Road/Railway<br>British Transport Police                                                                                                                                                                                                                                                                                                                                          | <b>Enhancement:</b><br>Basic first aider (Free – awaiting confirmation)<br><br>newarkcommunityfirstaiders@hotmail.com                                                                                                                                                                | <b>Enhancement:</b><br>CPR/Defib                                                                                                                                                                    |

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| Learning Overview Values Day - <b>Courage</b> / <b>Resilience</b> / <b>Perseverance</b>                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Year 1                                                                                                                                                                                                                                                                        | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 3                                                                                                                                                                                                                                                                                                                                                       | Year 4                                                                                                                                                                                                                                                                     | Year 5                                                                                                                                                                                                                                                                                                                              | Year 6                                                                                                                                                                                                                                                                                                                                                                                            |
| To identify a range of own feelings.                                                                                                                                                                                                                                          | To recognise strong emotions and deal with them appropriately.                                                                                                                                                                                                                                                                                                                                                                          | To recognise strong emotions in ourselves and others and know how to manage them safely.                                                                                                                                                                                                                                                                     | To understand people deal with change differently.                                                                                                                                                                                                                         | To describe strategies for dealing with overwhelming emotions in self and others.                                                                                                                                                                                                                                                   | To know strategies and support available to improve mental health and wellbeing.                                                                                                                                                                                                                                                                                                                  |
| <p>[ ] Describe things that make you feel happy and positive.</p> <p>[ ] Describe feelings using a range of vocabulary.</p> <p>[ ] Recognise and describe own feelings in different situations.</p> <p>[ ] List people to talk to if you need support with your feelings.</p> | <p>[ ] Recognise and describe how others may be feeling by observing facial expressions, body language and behaviour</p> <p>[ ] Identify times you have felt strong emotions and describe what happened to your mind and body.</p> <p>[ ] Know a range of positive strategies to manage strong emotions, including feelings such as disappointment and frustration</p> <p>[ ] List ways people can care for their mental wellbeing.</p> | <p>[ ] Recognise that people can have different strong emotions in different situations.</p> <p>[ ] Identify strong emotions in myself and other</p> <p>[ ] Explain why it is important to manage strong emotions safely and consider how others may feel.</p> <p>[ ] Explain how change can cause different emotions and suggest positive ways to cope.</p> | <p>[ ] Understand what mental health and wellbeing means.</p> <p>[ ] Identify how change can affect a person's mental health and wellbeing.</p> <p>[ ] Describe ways to deal with change positively.</p> <p>[ ] Explain why it is important to be resilient to change.</p> | <p>[ ] Know what resilience is and have strategies to build own skills.</p> <p>[ ] Have vocabulary to explain the intensity of own feelings to others.</p> <p>[ ] Explain strategies for managing own feelings and emotions and those of others.</p> <p>[ ] Recognise when to seek support for own or others' mental wellbeing.</p> | <p>[ ] Identify signs of poor mental health and wellbeing.</p> <p>[ ] Explain the difference between feeling temporarily low and a possible mental health condition.</p> <p>[ ] Describe a range of strategies to maintain and improve mental wellbeing and identify people or organisations that can support this</p> <p>[ ] Evaluate possible impact of different mental health strategies.</p> |
|                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                         | To recognise strengths, mistakes, and emotions and how to support others through change.                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>[ ] Recognise positive qualities and skills in myself and others.</p> <p>[ ] Explain that mistakes help us learn and grow.</p> <p>[ ] Recognise how change can cause strong emotions in people.</p> <p>[ ] Explain how we can support people during change or mistakes.</p>                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                   |
| feelings                                                                                                                                                                                                                                                                      | emotions<br>body language                                                                                                                                                                                                                                                                                                                                                                                                               | manage<br>mistake                                                                                                                                                                                                                                                                                                                                            | mental health<br>wellbeing                                                                                                                                                                                                                                                 | overwhelmed<br>intense                                                                                                                                                                                                                                                                                                              | organisations                                                                                                                                                                                                                                                                                                                                                                                     |
| Enhancement:<br>MHST                                                                                                                                                                                                                                                          | Enhancement:                                                                                                                                                                                                                                                                                                                                                                                                                            | Enhancement:<br>Whole Class Art                                                                                                                                                                                                                                                                                                                              | Enhancement:<br>MHST                                                                                                                                                                                                                                                       | Enhancement:<br>Whole Class Art                                                                                                                                                                                                                                                                                                     | Enhancement:<br>Debate                                                                                                                                                                                                                                                                                                                                                                            |

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| Learning Overview Values Day - Responsibility                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                        |
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| Year 1                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 2                                                                                                                                                                                                                                                                                                                                                                                                             | Year 3                                                                                                                                                                                                                                                                                                                                                                                      | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 5                                                                                                                                                                                                                                                                                                                                                   | Year 6                                                                                                                                                                                                                                                                                                                                                 |
| To understand our bodies should only be touched with permission.                                                                                                                                                                                                                                                                                                                                                                    | To recognise our responsibility to the community.                                                                                                                                                                                                                                                                                                                                                                  | To recognise responsibility to the environment.                                                                                                                                                                                                                                                                                                                                             | To understand how our choices impact the environment.                                                                                                                                                                                                                                                                                                                                                                                  | To understand the responsibility we have for following rules and laws.                                                                                                                                                                                                                                                                                   | To know how rights protect people.                                                                                                                                                                                                                                                                                                                     |
| <p><input type="checkbox"/> Use the 'Pants Rule' to state which parts of a body are private.</p> <p><input type="checkbox"/> Understand you cannot touch others without their permission.</p> <p><input type="checkbox"/> Understand you cannot touch others without their permission even when they are helping you be clean or get better.</p> <p><input type="checkbox"/> List other ways you are responsible for your body.</p> | <p><input type="checkbox"/> List different groups that you belong to.</p> <p><input type="checkbox"/> Know different groups that make up your community and what living in a community means.</p> <p><input type="checkbox"/> Understand the importance of caring for other people and living things in our community.</p> <p><input type="checkbox"/> Explain the importance of having compassion for others.</p> | <p><input type="checkbox"/> Know what rules are and why they are needed for different situations.</p> <p><input type="checkbox"/> Know there are rules to help look after the environment.</p> <p><input type="checkbox"/> Understand why we have responsibility to care for our environment.</p> <p><input type="checkbox"/> List ways people take responsibility for our environment.</p> | <p><input type="checkbox"/> Discuss the importance of being responsible for the environment.</p> <p><input type="checkbox"/> Identify ways of sharing responsibilities for protecting the environment.</p> <p><input type="checkbox"/> Describe how everyday choices can affect the environment.(e.g. reducing, reusing, recycling, food choices)</p> <p><input type="checkbox"/> Research laws that help protect the environment.</p> | <p><input type="checkbox"/> Discuss the difference between a rule and a law.</p> <p><input type="checkbox"/> Explain the reasons for having rules and laws.</p> <p><input type="checkbox"/> Describe the consequences of not adhering to rules and laws.</p> <p><input type="checkbox"/> At what age should a child have to follow the law? Discuss.</p> | <p><input type="checkbox"/> Discuss the relationship between rights and responsibilities.</p> <p><input type="checkbox"/> Recognise that rights are there to protect everyone.</p> <p><input type="checkbox"/> Explain how different human rights protect people.</p> <p><input type="checkbox"/> Justify which human right is the most important.</p> |
| permission<br>private                                                                                                                                                                                                                                                                                                                                                                                                               | responsibility<br>community                                                                                                                                                                                                                                                                                                                                                                                        | environment                                                                                                                                                                                                                                                                                                                                                                                 | reduce<br>reuse<br>recycle                                                                                                                                                                                                                                                                                                                                                                                                             | law<br>consequences                                                                                                                                                                                                                                                                                                                                      | human rights                                                                                                                                                                                                                                                                                                                                           |
| <b>Enhancement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Enhancement:</b><br>Litter Picking                                                                                                                                                                                                                                                                                                                                                                              | <b>Enhancement:</b><br>Bee Conservationist (Free - Booked)<br><a href="mailto:angela@wildhillapiary.uk">angela@wildhillapiary.uk</a>                                                                                                                                                                                                                                                        | <b>Enhancement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Enhancement:</b><br>Mock Trial (Jack Burrows)<br><a href="mailto:jack.burrows@live.co.uk">jack.burrows@live.co.uk</a>                                                                                                                                                                                                                                 | <b>Enhancement:</b><br>Whole Class Art                                                                                                                                                                                                                                                                                                                 |

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| Learning Overview Values Day - Aspiration / Ambition                                                                                                                                                                   |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Year 1                                                                                                                                                                                                                 | Year 2                                                                                                                                                                                                                                                                             | Year 3                                                                                                                                                                                                                                                                                                                                                                   | Year 4                                                                                                                                                                                                                                                                                                     | Year 5                                                                                                                                                                                                                                                                                                                       | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| To know people earn money by doing a job.                                                                                                                                                                              | To know people choose jobs based on their skills and interests.                                                                                                                                                                                                                    | To recognise the wide variety of career choices available to people.                                                                                                                                                                                                                                                                                                     | To know why people make different choices with their money.                                                                                                                                                                                                                                                | To recognise the importance of education in gaining employment.                                                                                                                                                                                                                                                              | To know there are many routes to achieve career choices.                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>[ ] Give examples of what money is used for.</p> <p>[ ] Know people earn by having jobs.</p> <p>[ ] List a range of jobs that help people earn money.</p> <p>[ ] Consider why some people save money they earn.</p> | <p>[ ] List different jobs in our community.</p> <p>[ ] Identify some of the skills and interests someone might need to do different jobs.</p> <p>[ ] Recognise own strengths in relation to different job roles.</p> <p>[ ] Reflect on how to gain new skills for a job role.</p> | <p>[ ] Identify a job you would like to do when you are older.</p> <p>[ ] List some skills that would help you in your future career.</p> <p>[ ] Know there is a broad range of careers and people often have more than one in their lifetime.</p> <p>[ ] Understand that money is one factor in job choice and that some people choose to do unpaid voluntary work.</p> | <p>[ ] Know ways of keeping money safe. (lost/stolen)</p> <p>[ ] Identify the different choices people have to pay for things.</p> <p>[ ] Recognise what influences peoples' priorities towards spending and saving money.</p> <p>[ ] Know the difference between needs and wants when spending money.</p> | <p>[ ] Understand the education pathway from primary university.</p> <p>[ ] Know that employers require certain levels of education.</p> <p>[ ] Know how different types of careers require different levels of qualifications.</p> <p>[ ] Recognise that there are many different pathways to achieving qualifications.</p> | <p>[ ] Recognise stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p>[ ] Understand what might influence people's decisions about a job or career. (personal interests, family connections to certain trades, strengths and qualities.)</p> <p>[ ] Recognise that there is a variety of routes into careers. (College, apprenticeship, university)</p> <p>[ ] Find different examples of career paths for a chosen career.</p> |
| earn<br>save                                                                                                                                                                                                           | skills<br>interests                                                                                                                                                                                                                                                                | career<br>volunteer                                                                                                                                                                                                                                                                                                                                                      | priority<br>influence                                                                                                                                                                                                                                                                                      | employment<br>qualification                                                                                                                                                                                                                                                                                                  | career path<br>apprenticeship                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Enhancement:                                                                                                                                                                                                           | Enhancement:<br>Parent Q&A                                                                                                                                                                                                                                                         | Enhancement:                                                                                                                                                                                                                                                                                                                                                             | Enhancement:<br>Athlete                                                                                                                                                                                                                                                                                    | Enhancement:<br>Debate                                                                                                                                                                                                                                                                                                       | Enhancement:<br>Career Fayre                                                                                                                                                                                                                                                                                                                                                                                                                                                         |